
THE FACTOR OF STYLE IN TRANSLATION

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THE FACTOR OF STYLE IN TRANSLATION

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I. INTRODUCTION

In this paper, the writer discusses the factor of styles in translation. The title of presentation mentioned above is based on four books and one internet sources. The internet source is taken from Farah Riziani (2005, May 26) Penerjemahan Novel. Retrieved February 26th, 2008, from [http://wartahpi.org/index2/php?option=com_content & do_pdf=1&id=32](http://wartahpi.org/index2/php?option=com_content&do_pdf=1&id=32). The four books are taken from Jan Renkema (**Discourse Studies An Introductory Textbook**), Rachmat Effendi (**Cara Mudah Menulis dan Menerjemahkan**), Salihen Moentaha MA, Ph.D, (**Bahasa dan Terjemahan**), Tadjul Arifin (**Petunjuk Praktis Penerjemahan**).

II. DISCUSSION

To discuss The Factor of style in Translation, the writer analyzes Style, Stylistic Values, Ellipsis, Inverted Style, Version, and Kinds of Reading Text. Jan Renkema (1993) states that the word 'Style' is used to denote these 'different ways' (see Rachmat Effendi, 2004:36):

1. "I understood English, just after he had taught me".
2. "Never before had he taught me, did I understand English".
3. "I didn't understand English, until he had taught me".

4. “Not until he taught me English, do I understand it”.

5. “Now I have understood English, because he had taught me.

Five examples above have one meaning with five modifications. This word is derived from the Latin word ‘stilus’² which means ‘pen’. The form of letters is influenced by the way in which a pen (feather quill) is cut, yet it is possible to write the same letters with different pens; the letters only differ in their style.

When we examine the use of the word ‘pen’ in the expression ‘his pen is dipped in blood’, we can see that ‘how to write’ also means ‘how to formulate’ (p.97).

From the statement above, it is obvious that everyone has his / her own writing style though the message of the sentences may be the same. Style is very regional of even individual relating to the ways of writing English structures. One’s way writing style may be far different from those of the others, though the message or main idea of the sentences may be exactly the same (p.35). Besides personal, English has also been much influenced by many other cultural styles. Like in America, there is what named “American-Indian English”, “Black English”, “Mexican English, etc. In practice world wide, those styles of English are more popular rather than the British English itself. In Australia, English has been influenced by the mother tongue of the local people’s (Aboriginal ethnic group). In Singapore, people speak “Singlish”, in Hongkong, they speak Chinese-English (Chinglish). But in general, English is divided into two main blocks of styles; British and American Styles. In formal educational institutes under the Ministry of Education in Indonesia, and perhaps in many other countries worldwide, British English Style (popularly³ known as ENL = English as Native Language) is taught

instead of American English Style (popularly ³ known as ESL – English as a Second Language). Whereas in practice, American English is more popular as is spoken by more than 95% of English speaking people worldwide in my different activities like businesses, films and many other social affairs.

Rachmat Effendi (2004) found that the main difference of learning English as a ‘knowledge’ and learning English as a ‘tool of communications’ is, between ‘memorizing’ in the first term and, and ‘thinking’ in the second term. In the first term, the students simply try to record the data of English words (vocabularies) as many as they can, then to refer and compare each single meaning of the words they read to what having been recorded in their memories without caring about the originally implicit ideas contained within the next. But in the second term, the students try first to understand the main ideas prior to memorizing each single meaning of the words contained within the next (p.33-34).

From the explanation above, it is clear that the difficulty is not about the vocabularies but it is about to catch the main idea of a sentence. Here are eight examples about the confusedness of identifying words as follows (see Rachmat Effendi, 2004, p.34, translated by Rachmat Effendi):

1. This **chair** is made of rattan. (The chair that people usually sit on it).
2. Her English is excellent. So, I am going to **chair** her to be my secretary at my office. (I am going to employ her as my secretary at my office).
3. Despite some of the members demanded him to step down, he still **chairs** the party (...he still leads the party).

4. I had better **chair** my own business instead of being employed by others. (I had better run my own business...)
5. I'll be **chairing** the meeting to forecast the next year's budget. (I'll be leading the meeting...).
6. He is the **chair** person of the organization. (He is the leader of the organization).
7. The Army took over **chair** of state. (The army took over the administration of the state).
8. Let me **chair** him over. (Let me step aside him over).

The difficulty of translating process is difference norms on source language as well. Its language has its functional system related to stylistic. Although there are no any mistakes in perspective of grammatical and lexical norms, it could have mistakes because of violation against source language stylistic (p.22-23). Based on the aforementioned statement, it is clear that we have to understand the use of words and put them based on the context. There are two examples describing each word in suitable context (see Salihen Moentaha, 2006). For example, a word "Digit" has similar meaning with "JARI" in Indonesian, but the use of digit is limited in scientific text, because the stylistic is not suitable in daily conversation on in utenal text. The word "Foe" meaning "MUSUH" in Indonesian is also not suitable in daily conversation the suitable one for the word mentioned above is "enemy". Based on the examples above, it is clear that we have to put words

based on the contexts in translating and keep the words in secure places. The best way to keep the words in secure places is as follows:

Vocabulary is of course absolutely important to relate the word you catch and communicate, but English words are parts of data that you can store wherever you want to keep for easy use. If you think that the capacity of your memory is virtually limited, don't record them wholly within it, otherwise you will spend billions of bits of your memory capacity just for keeping the data of English words. Just let them be kept safely within a more secure place, such as in the printed matter – dictionary, computer or electronic note-book. Nowadays, phrases and idioms in the thesaurus of Windows-Word you mean, click the 'tool' menu, then the 'language' sub-menu, choose thesaurus' consisting of synonyms and antonyms. This facility may provide you with almost all of English words available in the window dictionary. By these ways, your memory will not be much burdened with too many words. Like wise, you don't have to bring along with you all of the goods belonging to you, if you can safely store them in your warehouse. Just keep the key of the warehouse, so that you can take the property of your own any time you want to. Like wise your vocabularies. (Effendi,2004,35).

Rachmat Effendi (2004) found that ¹ we often omit one more words in a sentence to avoid repetition, so that from sight the structure is seemingly incomplete. The words removed in ellipsis sentence might be any word, which first existed in the beginning, in the middle or in the end of sentence (p.37). Here

are the following examples (see Rachmat Effendi, 2004, p.36, translated by Rachmat Effendi, 2004):

Ellipsis Sentence

- I am happy if you are
- Going somewhere?
- She is beautiful, but fussy
- The house is located on the hill and is surrounded by kinds of trees
- If he had come yesterday, I would have told him off, but he didn't.

Rachmat Effendi (2004) stated that Inverted Style is a reversed style of sentence, where the verb or the auxiliary of sentence comes before the subject. The process occurs in case of as follow (see Rachmat Effendi, 2004, p.38, translated by Rachmat Effendi, 2004):

- a. The sentence is preceded by any negative words "not", "none". Examples:
 1. Never have I seen such a naughty boy (I have never seen such a naughty boy).
 2. Not only did he blame, but also beat her (He did not only blame, but also beat her)
 3. None but you, do I know here (I know none but you here)
 4. Under no circumstances can we cash check (We can cash check under no circumstances).
 5. At no time was the President aware of what was happening.
(The President was aware of what was happening at no time)

6. Not until much later did she learn who her real father was (Not until much later, she did learn who her real father was).

b. Any sentence can be inverted when an expression of place or direction comes at the beginning of a clause, especially when an indefinite subject is being introduced. The structure is most common in literary and descriptive writing, speech with short adverbs i.e.: “here” and “there”. Examples:

1. Near the door lay a dog
2. Under a tree was lying one of the biggest men I had ever seen
3. On the grass sat an enormous frog
4. Directly in front of them stood a great castle
5. Along the road came a strange procession

Tadjul Arifin (2006) stated that Version means type, form or translation variation which are different other types of translation in sentence, article, translating language to source language. If there are three translators each translating the same sentence, then the translation could be different among others. (p.26). Based on the statement above, it is clear that free translation has many version of it. On the contrary, authorized translation even legal translations done by sworn translator have limited version and variation. The examples below are source language in English. Each sentence is translated in two versions. Translation with sign a) is more formal than b) translation with sign c) use

acceptable variation and the same meaning with source language. (see Tadjul Arifin,2006,p.27-28, translated by Tadjul Arifin,2006)

1. Cloning is not entirely medical and scientific and scientific affair Rather, it overlaps into a space that hold beliefs, principles and faith, space of no absolutes.

- a) *Cloning bukanlah sekedar masalah medis dan ilmu pengetahuan. Lebih dari itu, ia menjangkau suatu bidang yang menyangkut kepercayaan, prinsip dan keyakinan, yaitu bidang tanpa kemutlakan.*
- b) *Cloning bukanlah suatu masalah medis dan ilmu pengetahuan semata. Akan tetapi, ia mencakup juga wilayah kepercayaan, prinsip dan keyakinan. Dengan kata lain, suatu wilayah yang tidak mengenal batas-batas yang mutlak.*

2. More important is still education. Innumerable studies of young offenders have gone to show that whilst the mentally sub-normal person is by no means predestined to be an offenders, he is less fitted to stand up to strain.

- a) *Pendidikan tetap merupakan hal yang lebih penting. Berbagai penelitian terhadap orang-orang muda yang melanggar hukum lebih menunjukkan bahwa orang yang mentalnya kurang normal itu bukan bernasib menjadi pelanggar hukum. Orang semacam itu sebenarnya kurang siap untuk mengatasi kesulitan.*
- b) *Bagaimanapun juga pendidikan merupakan hal yang lebih penting . Telah banyak sekali penelitian dilakukan terhadap anak-anak muda yang melakukan pelanggaran hukum. Hasilnya menunjukkan, bahwa pada dasarnya orang yang bermental lemah itu tidaklah ditakdirkan menjadi*

seorang pelanggar huku. Hal itu disebabkan kurangnya persiapan bagi mereka untuk mengatasi kesulitan hidup.

Rachmat Effendi (2004) stated that in composition, there are only two styles of English writings, formal and informal English. But in textual scopes, English is classified into five main types, namely (see Rachmat Effendi, 2004, p.38-39, translated by Rachmat Effendi,2004) :

1. Popular English (i.e news-paper magazine, novel, leaflet, brochures,etc)
2. Legal English (laws and regulations, notarial deed, MoU, etc)
3. Technical English (i.e engineering, tool/ equipment guide, manufacturing, instruction, etc)
4. Scientific English (i.e medical, pharmaceutical, laboratory guide education, etc)
5. Popular-Scientific English (i.e management, banking, economy, etc)

There are conditions that help translators when translating work

(see http://wartahpi.org/index2.php?option=com_content):

- a. “Feel” of language
- b. Capability on understanding source language its cultural background
- c. Capability on understanding target language and its cultural background
- d. Supporting references

Four conditions above are not gained instantly because all conditions need long process.

III. CONSLUSION

Form the analysis in the previous pages, the writer concludes that there are factors of styles in translation. They are Style, Stylistic Values, Ellipsis, Inverted Style, Version, and also kinds of reading text. The similarity from those styles is that those styles bring the readers to get the same experience with source language readers.

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